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| **NBT Task 2a** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Understand place value.  Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s.  **2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  **2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. |
| **Materials** | SF, Pencil, Paper |
| **Task** | Provide materials to the student. Read the problem to the student:   1. *David is counting students as they come into school. He has counted* [586- do not read the number] *students so far. What numbers should he say for the next 5 students? What number should David say for the 10th person after student 586? Explain your reasoning.* 2. *Kaylee is giving away movie tickets. She had* [223- do not read the number] *when she started giving them away. What are the next 5 numbers that Kaylee will say as she* ***counts******backwards****? After giving away 10 tickets, how many will Kaylee have? Explain how you know.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly answers one or more questions. * Appears that student knew sequence, but wrote one or more numbers inaccurately by reversing order of the digits (e.g., writes 578 for 587, but continues on correctly). * Explanation is minimal or indicates counting all/on as primary strategy (e.g., “I counted on from 586. 586, 587, 588, etc.). | Solutions:   1. 586: 587, 588, 589, 590, 591   10th number: 596   1. 223: 222, 221, 220, 219, 218,   10th number: 213 tickets |
| **Complete Understanding** | * Correctly answers all questions. * Writes all numbers accurately. * Explanation includes 10 more/10 less, without counting by ones. |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

1. David is counting students as they come into school. He has counted 586 students so far. What numbers should he say for the next 5 students?

586, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_

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| What number should David say for the 10th person after student 586? \_\_\_\_\_\_\_  Explain your reasoning. |

1. Kaylee is giving away movie tickets. She had 223 when she started giving them away. What are the next 5 numbers that Kaylee will say as she **counts backwards**?

223, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_

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| After giving away 10 tickets, how many tickets will Kaylee have? \_\_\_\_\_\_\_  Explain your reasoning. |

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| **NBT Task 2b** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Understand place value.  Use place value understanding and properties of operations to add and subtract. |
| **Standard(s)** | **2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s.  **2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  **2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. |
| **Materials** | SF, Pencil, Paper |
| **Task** | Provide materials to the student. Read the problem to the student:   1. *Adam had already counted* [294- do not read the number] *box tops. As he continues counting what are the next 7 numbers that he will count? When Adam counts the 10th box top, what number will he say? Explain your reasoning.* 2. *Aldin has a pile of* [504- do not read the number] *pennies. As he puts them in a bag, he counts* ***backwards****. What are the next 6 numbers that he should say? After Aldin had put 10 pennies in the bag what number will he say? Explain your reasoning.* |

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| **Continuum of Understanding** | | |
| **Developing Understanding** | * Incorrectly answers one or more questions. * Appears that student knew sequence, but wrote one or more numbers inaccurately by reversing order of the digits (e.g., writes 259 for 295, but continues on correctly). * Explanation is minimal or indicates counting all/on as primary strategy (e.g., “I counted on from 294. 294, 295, 296, etc.). | Solutions:   1. 294: 295, 296, 297, 298, 299, 300, 301   10th number: 304   1. 504: 503, 502, 501, 500, 499, 498   10th number: 494 |
| **Complete Understanding** | * Correctly answers all questions. * Writes all numbers accurately. * Explanation includes 10 more/10 less, without counting by ones. |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

1. Adam has already counted 294 box tops. As he continues counting, what are the next 7 numbers he will count?

294, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_,

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| When Adam counts the 10th box top, what number will he say? \_\_\_\_\_\_\_  Explain your reasoning. |

1. Aldin has a pile of 504 pennies. As he puts them in a bag, he counts backwards. What are the next 6 numbers that he should say?

504, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_

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| After Aldin puts 10 pennies in the bag, what number will he say? \_\_\_\_\_\_\_  Explain your reasoning. |